



Reform Redesign Report

Litchfield Elementary School

Litchfield Community Schools

Ms. Anne Riddle
210 WILLIAMS ST
LITCHFIELD, MI 49252-9641

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Litchfield Community School is a beautiful rural school in the City of Litchfield. Litchfield offers a complete educational program to approximately 120 students in K-5th grades, 70 students in 6th-8th grades, and 120 students in grades 9th-12th. These 320 students are supported by 18 teachers, 21 support staff personnel, and 1.5 administrators. The Litchfield Schools staff has worked to create a culture of high expectations. We have welcomed the community and industry into our building and have become their partners to better the lives of our students. In the past three years, Litchfield has established a strong network of partnerships with stakeholders to help ensure success for all students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: The Litchfield Community School District will provide a quality education for all individuals.

Vision Statement: The Litchfield Community School District will provide the community a self-sustaining, student-centered system, assuring high achievement for all.

Beliefs: We believe all students have the capability to learn at their own rate. We believe learning should be an enjoyable experience. We believe that student success is affected by student effort, curriculum implementation and teacher effectiveness. We believe in a safe environment where staff members care for all students. We believe in educators who make decisions that are in the best interest of the children. We believe in a partnership between school, parents and community.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

LCS has partnered with other entities to open the Richard E. Khron Center for Excellence.

LCS has turned around its financial situation. We are now operating with a fund balance.

LCS has moved to standards-based report cards.

LCS has added cheerleading as a sport.

For 2011-2012, Litchfield Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics.

Our goal for the district is to put systems in place so the school functions efficiently and teachers can spend more time teaching and students learning.

Last year we implemented the Pinnacle Student Information System which allows parents to see their student's academics, attendance, behavior and teacher comments, as well as the curriculum, at a moment's notice.

To further our communication with parents, we have implemented the Instant Alert System for school closings and events.

Over the next three years, Litchfield Community Schools will develop and implement a transformational school reform plan in order to make rapid gains in academic outcomes. Our plan includes the development of a clearly articulated curriculum, instruction, and assessment system that is tightly aligned to Michigan's Common Core State Standards. Additionally, we will engage in opportunities for professional learning and collaboration in order to develop a responsive multi-tiered system of supports to meet the needs of all individual learners and ensure academic excellence for all students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are looking forward to the help of the Michigan Department of Education and Michigan State University so we can ensure academic excellence for all students at LCS---because we want to be the best we can be for the children.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Anne Marie Riddle, Superintendent/Principal K-12 ariddle@litchfieldschools.com

Bill Childs, Assistant Superintendent/Business Manager bchilds@litchfieldschools.com

Marylou Sitkiewicz, Title I Coordinator msitkiewicz@litchfieldschools.com

Kristen Miller, Parent/Title I Teacher/Art 5th-12th/Math 5th/Union President kmiller@litchfieldschools.com

Karie Ervans, ELA Teacher 7th-12th/Psychology kervans@litchfieldschools.com

Sheryl Pitts, LCS Board President spitts@litchfieldschools.com

Josh Robinson, Technology Director jrobinson@litchfieldschools.com

Kathy Burk, SIF kathy.burk@hillsdale-isd.org

Gary Smith, Community Member

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Based on our data dialogues, we determined that in order to engage in rapid turnaround and improve student academic achievement at Litchfield Community Schools we will focus our reform efforts on the following big ideas:

We will improve student academic performance in reading as measured by the new annual measurable objectives for Litchfield Community Schools by focusing specifically on improving reading comprehension of informational text. This goal will be the focus of all grade levels and content areas. This goal was created through a data dig of MEAP results, a lack of improvement in reading comprehension skills has been observed. Proficiency levels over the past five years have been a range of 34% to 49%. These scores indicate that more than half of the students at Litchfield Community Schools have not met proficiency in reading. Results show little improvement in reading, as scores are relatively flat over time. It can be specifically noted that students at Litchfield Community Schools in grades 3rd, 4th, 5th and 6th grade are not making adequate gains in reading. Last year's scores have proficiency's of 45%, 33%, 83% and 33% in 3rd-6th grade, respectively. Based on last year's 7th and 8th grade MEAP reading results, student proficiency levels have decreased from 77% - 50% over the past three years. At the high school level, the MME/WorkKeys/ACT results revealed a range of proficiency between 21% - 52% over the past five years. These scores are not acceptable for the growth of Litchfield students. A review of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results from September 2013 also indicated concerns in the development of reading skills. On the test of first sound fluency, 68% of kindergarten students scored in the likely to need intensive support range, while only 9% of the students were at or above benchmark. In first grade, on the nonsense word fluency test, 79% of the students scored in the likely to need intensive support range, while only 8% of the students were at or above benchmark. When reviewing the oral reading fluency tests of students in grades 2-6, 61-75% of each grade scored in the likely to need intensive support range, while only 6-17% of the students in the grades scored at or above benchmark.

We will improve student academic performance in math as measured by the new annual measurable objectives for Litchfield Community Schools by focusing on the following strands: number and operations (elementary: K-5), expressions and equations (secondary: 6-8), and problem solving with real life applications (secondary: 9-12). These goals were developed through a data dig of MEAP results, a lack of improvement in math skills has been observed. Proficiency levels over the past five years have been a range of 11% to 24%. These scores indicate that more than three quarters of students at Litchfield Community Schools have not met proficiency in mathematics. Results show little improvement in mathematics, as scores are low and flat over time. It can be specifically noted that students at Litchfield Community Schools in grades 3rd, 4th, 5th and 6th grade are not making adequate gains in mathematics. Last year's scores include percent proficient at 10%, 5%, 25% and 8% in 3rd-6th grade, respectively. Based on last year's 7th and 8th grade MEAP mathematics results, student proficiency levels have decreased from 84% - 0% in the past three years. At the high school level, the MME/WorkKeys/ACT results revealed a range of proficiency between 0% - 15% over the past five years. These scores are not acceptable for the growth of Litchfield students.

We will improve student academic achievement by engaging in Professional Learning Communities focused on teaching for learning through data-based decision making in order to develop a Multi-Tiered System of Support to ensure achievement for all students through prevention and intervention systems. We will incorporate instructional coaching to support the teaching staff through the implementation of a rigorous and engaging curriculum aligned to the Common Core State Standards. This goal was developed based on the data from the ERSResource Check and SchoolCheck, along with the discoveries of our causal categories from data dialogues. The results indicated a weakness in the areas of Instructional Leadership, Infrastructure and Instruction.

State what data were used to identify these ideas.

We want to acknowledge the obvious lack of data. In the past, Litchfield Community Schools has not been a data driven school. Through this process we are embracing the change of looking at data in a way that facilitates a data driven community. The lack of data became apparent through an extensive data dig including MEAP data, MME/ACT data, ERS ResourceCheck and SchoolCheck data and was affirmed by common local assessment data including DIBELS data. We also found an overall weakness in all subject areas and in all grade levels and our performance trend over time demonstrated a significant lack of student growth. We determined that there were numerous system barriers including a lack of cohesive accountability, a lack of knowledge in best practice instructional strategies, and a lack of sufficient instructional leadership to support high academic performance for all students in each subject area and in each grade level. In order to leverage our reform efforts, we determined the focus should be in the instruction of reading (informational text comprehension) and math (K-5, number and operations, 6-8, expressions and equations, and 9-12, problem solving with real life applications) because of the high yield, strong interconnectedness with all content areas and grade levels. Additionally, the system focus on PLCs, MTSS, and educational coaching will support our learning environment as we rapidly transform from a traditional school to a strategic school in order to successfully ensure academic excellence for all students.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Ms. Anne Riddle, current Principal/Superintendent has been in her position since April 2009, so she does not fall within the two year rule for remaining in that position. In order to ensure that the new principal has full operational flexibility, it is not feasible for Ms. Riddle to remain as a part-time superintendent as the school moves forward in the transformation redesign process. The two new positions of one full time principal and one part time superintendent will both need to be filled by experienced transformational leaders who can make the necessary changes to make significant improvements in student achievement at Litchfield Community Schools. The following timeline will ensure that the district hires a transformational principal by April 15, 2013.

Transformational principal hiring process:

1. 1/21/13 - School board approved removal of Ms. Riddle from the principal position.
2. 1/29/13- Position posted. Superintendent's secretary will collect applications.
3. 3/1/13- 4 p.m. deadline
4. 2/12/13- A Principal Search Committee will be comprised of:
 - a. The Priority School Leadership Team (PSLT)
 - b. 2 LCS board members
 - c. 1 community member
5. 2/19/13- PSLT will hold a staff meeting to delineate the hiring process.
6. 3/4/13- The Principal Search Committee (PSC) will screen all applicants. This committee will be comprised of:
 - d. One parent
 - e. One support staff member
 - f. PSLT team
 - g. 2 LCS board members
 - h. Two teachers

During the screening process, initial reference checks will be conducted on candidates. If no appropriate applicants are found, the position will be reposted.

7. 3/4/13-The PSLT along with two board members, will utilize resources from the Transformation Toolkit, (Center on Innovation and Improvement) to clearly delineate the interview process.
8. 3/11/13- The superintendent's secretary will schedule the first round of interviews.
9. 3/18/13- The interview committee will recommend two candidates to be interviewed to the Board of Education.
10. 3/25/13- The finalists will be interviewed and selected by the Board and the PSC.
11. 3/28/13- The final recommendation for the principal will be given to the assistant superintendent's office.
12. 4/8/13- After a satisfactory background check, a formal offer will be made to the selected candidate.
13. 4/15/13- The principal will be officially hired at the LCS board meeting.

JOB SUMMARY:

The position of full-time principal will provide transformational leadership in planning, launching and managing a priority school. This includes a focus on high student achievement; building and maintaining a positive school climate that supports the whole student; using research and data to drive initiatives and instruction; and building a high-performing staff and leadership team to achieve the school's vision and goals. The principal will collaborate with staff, parents and community members. The principal must develop efficient, effective school systems to

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achieve rapid turnaround. The principal will be responsible for the implementation of effective curriculum, instruction and assessment aligned to the Michigan Common Core State Standards. The principal should be knowledgeable about implementation of a multi-tiered system of support to provide services for all special and general education students. The principal will be responsible for the implementation of the district's accountability system.

MINIMUM QUALIFICATIONS:

1. Demonstrated experience as a turnaround leader
2. Master's degree in school administration with preference given to candidates with a degree/focus in curriculum and instruction
3. School Administrator Certification from the state of Michigan
4. Significant knowledge of MTSS and PLC's
5. Utilization of data to drive decision making
6. Demonstrated mastery of research-based and best practice instruction and the ability to lead staff in such practices
7. Experience building effective teams along with exceptional coaching skills
8. Minimum of three years' experience as an educational administrator
9. Evidence of positive community relationship skills
10. Strong communication skills (written, verbal, presentation)
11. Maintains confidentiality
12. Ability to lead change initiatives and embrace innovation
13. Effective time management skills

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Lead the effective implementation of the priority school reform plan
2. Provide instructional leadership to all staff and assure alignment and integration between curricular areas and grade levels
3. Provide leadership to the staff in determining objectives and identifying student needs as the basis for developing long- and short-range goals through a strong emphasis on data-informed instruction that dramatically raises student achievement
4. Supervise and evaluate the performance of assigned personnel in accordance with the district's evaluation system
5. Identify and coordinate professional development opportunities for school staff
6. Establish and maintain strong lines of communication with teachers and among students
7. Develop and lead professional learning communities
8. Ensure that proper student conduct and discipline procedures are maintained
9. Design a proactive data analysis system for comparative data review
10. Develop partnerships with local businesses, educational institutions, and community groups that support the school's learning outcomes and increase community relations with support from parents, community members, and community organizations.
11. Develop organizational procedures pertaining to the health, safety, discipline, and conduct of students according to district policies
12. Perform other duties as assigned

THIS POSITION WILL BE POSTED IN THE FOLLOWING:

1. The Index - local paper
2. The Hillsdale Daily News
3. Jackson Citizen Patriot
4. M-Live
5. MASB
6. MASSP
7. MEMSPA

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

The superintendent's evaluation tool is the MASB approved tool. This is what was used for the current administrative evaluations. For the past three years, Litchfield Community Schools has had a part time superintendent and a part time principal. These two part time positions were filled by one person. Therefore, Litchfield only needed one evaluation. Due to the transformation process, a redesign of the evaluation process has been started. A timeline, similar to the teacher evaluation timeline below, will be scripted to identify the process and tool for the principal evaluation.

We have chosen Charlotte Danielson's model for the evaluation tool, but do not have a clearly articulated process for including observations, student growth and other factors. Our current contract will expire this school year.

December 18 & 20, 2012 - A representative and union president of the LEA, assistant superintendent/business manager with bargaining responsibilities, and the superintendent/principal K-12 attended a two-day training on Educator Evaluation system led by the executive director of the Michigan Association of Secondary School Principals, Wendy Zdeb-Roper, Ed S., to begin our research of a performance-based educator evaluation.

Feb. 2013 - An ad-hoc committee, consisting of a union representative, board member/representative, and an administrative representative will review the MASA approved teacher evaluation plans and select a model that is compatible with our district.

March 2013 - a question/answer session will be scheduled to provide an overview of the evaluation plan, answer questions, and solicit additional input from stakeholders.

April 1, 2013 - The district will finalize the evaluation system, including all forms, processes, and procedures.

April 16, 2013 - A presentation of the new evaluation system will be presented to the staff.

Implementation of the new evaluation system will begin in the fall of 2013-2014.

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

LCS will identify and reward school leaders, teachers and other staff members who have exceeded the district goal of increasing student achievement by a minimum of 10% based on the big ideas of increasing reading comprehension in informational text and grade level math goals: K-5 numbers and operations, 6-8 expressions and equations, 9-12 problem solving with real life applications.

Data Used, includes but is not limited to:

1. MEAP - data released in the Spring
2. MME - data released in Spring

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3. Six week instructional cycle - with pre and posttests
4. Semester and Final Exams 7-12
5. DIBELS - K-6
6. NWEA - K-10 (tentative)
7. Explore, Plan (8, 10)

Rewards:

1. Priority parking place
2. Principal takes over classroom (1 day) while teacher attends district paid PD
3. Teacher release to visit top achieving schools to collaborate/observe
4. Gift cards from local businesses (as donated or are available)
5. Extra resources for each classroom, as determined by teacher
6. Donation of a library book for appropriate grade level
7. Tickets to movies/sporting events

Identifying Ineffective Teachers:

LCS will remove leaders and staff members identified as ineffective/minimally effective based on the data stated above in 1-6. Teachers will be evaluated using Charlotte Danielson's STAGES evaluation process which includes a 25% student growth component calculated on students' performance. These teachers will receive a mid-year progress report from the administrator. In consultation with the teacher, an Individual Development Plan will be developed with specific goals and objectives. The teacher will be supported through the following process:

1. Initial Support:

- a. Highly effective mentor teacher - The mentor teacher will provide instructional support and suggestions. The mentor teacher will also model effective instruction.
- b. Evaluations - There will be two additional evaluations, formal observations and increased walkthroughs at 9 week intervals.
- c. Professional Development - A program of professional development tailored to the individuals' needs will be provided addressing topics such as: differentiated instruction, data driven instruction, assessment literacy, and classroom management.
- d. Goal Setting - Creation of individual SMART goals to measure performance

2. 18 Weeks:

- a. If, after 18 weeks, improvement is not seen in the area of student achievement, the following steps will be taken:
- e. 3 week cycle of evaluation
- f. Continue to monitor progress for another 18 weeks and continue support as described above.
- g. The teacher will be removed from the classroom and placed in a non-teaching position if available

3. 36 Weeks:

- a. After 36 weeks, the district will reassign the teacher to a more appropriate grade subject or terminate the teacher's employment at LCS.

Identifying Ineffective Principal:

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LCS will remove a principal identified as ineffective/minimally effective based on the evaluation process, which includes the list of 1-6 above. The principal will receive a mid-year progress report from the superintendent. In consultation with the board, an Individual Development Plan will be developed with specific goals and objectives. The principal will be supported through the following process:

1. Initial Support:

- h. Highly effective mentor principal - The superintendent, working in conjunction with the Hillsdale Intermediate School District, will assign a mentor principal to provide support. The mentor principal will also model effective leadership.
- i. Evaluations - There will be two additional evaluations at 9 week intervals.
- j. Professional Development - A program of professional development tailored to the individual's need will be provided addressing such topics such as: instructional leadership, time management, building strong partnerships, etc.
- k. Goal Setting - Creation of individual SMART goals to measure performance

2. 18 Weeks:

- l. If, after 18 weeks, improvement is not seen in the area of student achievement, the following steps will be taken:
- m. 3 week cycle of evaluation
- n. Continue to monitor progress for another 18 weeks to continue support as described above.

3. 36 Weeks:

- a. After 36 weeks, the district will have the option to terminate the principal's employment at LCS.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

All professional development will be aligned to the big ideas of improving reading comprehension of informational text and improving math performance in number and operations (k-5), expressions and equations (6-8) and problem solving with real life applications (9-12)) which were identified through our data dialogue. Professional development will be provided to the staff to support the implementation of strategies to achieve these goals.

Professional development will also be ongoing through the use of Professional Learning Communities. Data will be used to inform individual classroom instruction. This professional development was developed by the priority schools leadership team, in conjunction with the big ideas and will be orchestrated by the team until the new principal is hired. The new principal will be given full operational flexibility to oversee and administer professional development that is aligned to the reform plan.

Starting with the 2013-14 school year, and beyond, professional development will be job-embedded through the use of PLC's, twice a month, that will focus on data driven teaching for learning in the big ideas of comprehension of informational text as well as the grade level math objectives. Professional Learning Communities will meet twice a month for a total of two hours and fifteen minutes. During this time, K-2, 3-5,

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6-8, 9-12 grade teachers will work in collaborative teams. The professional development calendar has been increased to 10 days for teachers from the previous 5 contracted days

2012/2013 Professional Development Schedule

December 18 & 20, 2012

☞ Educator Evaluation: Together We Make Each Other Better by Wendy Zdeb from MASSP (Berrien Springs)

December 13, 2012

☞ Observation at a successful data driven school (Pittsford)

December 21, 2012

☞ Observation at a successful turnaround school (Waldron)

January 21, 2013

☞ Review of the transformation reform plan

o 5 Reading Strategies

☞ Common Core Standards Overview - Focus: Math and Reading (Angela VanWoert - Hillsdale ISD)

January 28, 2013

☞ Leadership team book study

o "Simplifying Response to Intervention, Four Essential Guiding Principles", by Austin Buffum, Mike Mattos, and Chris Weber.

February 25, 2013

☞ Common Core Standards Going Deeper - Focus: Math and Reading (Angela VanWoert - Hillsdale ISD)

April 2013

☞ Surveys of Enacted Curriculum (Kathy Burk - Hillsdale ISD)

June 3, 2013

☞ Common Core Standards - Focus: Math and Reading (Angela VanWoert - Hillsdale ISD)

☞ Understanding by Design Overview (Pat Dillon - Hillsdale ISD)

☞ Professional Learning Communities (Duane Sitkiewicz - Homer Community Schools)

2013/2014 Professional Development Schedule

July 31 - August 2, 2013

☞ Simplifying RTI Institute (Solution Tree - Grand Rapids, MI)

Monday, August 26, 2013

☞ PLCs, MTSS & the Common Core (Leadership Team)

Tuesday, August 27, 2013

☞ Curriculum Mapping & Pacing Guides (Pat Dillon - Hillsdale ISD)

Wednesday, August 28, 2013

☞ Differentiated Instruction in the Classroom (Char Cole - Hillsdale ISD)

☞ Instructional Strategies to Support the Big Ideas (Angela VanWoert - Hillsdale ISD)

o Comprehension of informational text using Reading Street (K-8)

o Comprehension of informational text across the curriculum (9-12)

o Teaching the math objectives using Accelerated Math (K-12)

Thursday, August 29, 2013

☞ Using Data Director to support student achievement (Kathy Burk - Hillsdale ISD)

☞ Pulling It All Together - Focus on the big ideas in math and reading

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- o Professional Learning Communities

- o Multi-Tiered System of Supports

- o Six Week Instructional Cycle

- o Assessment Calendar - Expectations

Tuesday, September 24, 2013

- ☒ PLC's - Data Dialogue:

- o Math and reading pre-tests

- o All formative assessments in core subjects

- o DIBELS

- ☒ MTSS - Identify tier I & II students for targeted interventions

- ☒ Continued support with best practice instructional strategies aligned to the big ideas in reading and math

Friday, November 15, 2013

- ☒ MTSS - Revisiting student supports

- ☒ Strategies to engage students and improve behavior in the classroom

Friday, January 17, 2014

- ☒ Data Dialogue Cycle - Fall 2013 MEAP Data - Where do we go from here?

Monday, February 24, 2014

- o Hillsdale ISD - Char Cole: Supporting special education students in the general education classroom

- o Revisit the five reading strategies from the fall

- o MTSS -Revisit

- ï§ Supporting All Students

- ï§ Other Concerns

Monday, June 9, 2014

- ☒ Looking back and moving forward

- o What went well?

- o What needs improvement?

- o Next steps?

- ☒ Continued alignment to the big ideas

- o Curriculum, instruction, and assessment for the 2014/15 school year

Tuesday, June 10, 2014

- ☒ Alignment of curriculum, instruction, and assessment for the 2014/15 school year

2014/2015 Professional Development Schedule

During the 2014/2015 school year and beyond, LCS will use data to align our professional development to meet the needs of our students. We envision that we will continue to focus on and refine our use of data within our professional learning communities to strengthen our multi-tiered system of support and meet the needs of all students. We will provide additional support for teachers in the area of differentiated instruction. We will take advantage of Next Net to support individual teachers with rigorous professional development, lessons, and assessments. We will also continue to support high academic achievement through professional development designed to promote a positive school culture that is responsive to all students' needs.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

Recruiting Staff

In order to meet the needs of students in a transformational school, Litchfield Community Schools will implement strategies to recruit highly effective teachers. These strategies will include establishing a personnel committee that is comprised of a variety of stakeholders, developing a rigorous interview process, filling available positions before August, and offering full time positions when possible. Additionally, LCS will partner with the five universities that are located within thirty miles of the school to increase the prospective applicant pool. Recruiting highly effective educators will contribute to the transformation of LCS to meet the needs of all students. The personnel search committee is comprised of a variety of stakeholders to ensure the most effective and appropriate candidates are hired at Litchfield Community Schools. There are five universities within a thirty mile radius, from which we can recruit highly effective teachers who are equipped with the most up to date, effective best practice teaching strategies.

Retaining Staff

In order to retain effective staff members, the following incentives will be implemented:

- a. Next Network professional development program
- b. Incorporated incorporation of any new MDE professional development trainings
- c. New Teacher Academy through the local ISD for the first three years
- d. A highly effective mentor teacher for the first four years
- e. Professional Development opportunities (paid for by district) in areas identified by the teacher's individualized development plan (IDP) to continue to promote and sustain growth amongst effective teaching staff
- f. Opportunity to become emergent leaders in areas identified through the teacher's IDP, to allow other colleagues to learn from a highly effective teacher
- g. Possible year-round employment
- h. When possible, district will offer full time positions as opposed to part time positions
- i. Teachers will be allowed to adjust schedules to attend family and/or child events. These hours must be approved in advance.
- k. Additional technology in the classrooms to help increase student achievement
- l. Local news outlets will be provided with information celebrating teacher/student success and recognition of achievements
- m. Public acknowledgement within the district via announcements, a bulletin board, board meetings, etc. where teachers will be recognized for increased student growth
- n. Preferred parking spaces
- o. Purchase of professional resources
- q. Teacher will receive an extra personal day. The principal or other qualified administrator will substitute in the classroom, thus not costing the district anything.
- r. Reimbursement for continuing education credits, as funding allows.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

Litchfield Community Schools (LCS) will implement the following research based strategies to support the achievement of our big ideas:

- ☒ Understanding by Design instructional model created by Grant Wiggins and Jay McTighe. This model requires the identification of learning outcomes which are aligned to the state standards, the determination of acceptable evidence to assess if students have achieved these learning outcomes and planning learning experiences and instruction that are connected to the big ideas.

- ☒ The curriculum will be aligned to the Michigan Common Core State Standards.

- ☒ Pacing guides will be used to align each grade and to ease the transition for students from one grade to the next.

- ☒ Data walls will be used to display the results of formative assessments from the six week learning cycles. Based on this data students will be identified as Tier I, II, and or III within specific subject areas. Additional support will be provided to students based on their identified needs.

- ☒ Differentiated instruction will be based on the identification of students in Tiers I, II, and III. Multiple forms of engagement will be used to help students achieve the identified learning targets.

- ☒ Researched based instructional resources will be used to ensure student learning. These research based resources include:

- o Accelerated Math K-12

- ☒ Research: "99 Independent research studies support the effectiveness of Accelerated Math to improve math achievement". It will be used to supplement and reinforce classroom math instruction.

- ☒ Implementation: The Accelerated Math data will be used to drive instructional change as well as allow flexible grouping.

- o Easy CBM Math K-5

- ☒ Research: Multiple studies have been published in peer-reviewed publications supporting the use of Easy CBM to align curriculum to identify alignment to fix the Common Core State Standards and to identify any gaps in instruction.

- ☒ Implementation: This will be administered three times per year to K-5 students. Data will be used to determine additional support for students.

- o Reading Street Series K-8

- ☒ Research: by Journal of Curriculum and Instruction says, "Reading Street program has the potential for significantly increasing reading scores".

- ☒ Implementation: Teachers will administer pre/post tests for every unit. The results will be used to determine any necessary instructional changes as well flexible grouping.

- o DIBELS K-6

- ☒ Research: Studies have been published in more than 100 peer-reviewed publications providing evidence of the efficacy of early literacy screening tools to increase reading achievement.

- ☒ Implementation: DIBELS will be used for progress monitoring and to determine any necessary interventions in instruction Benchmark tests will be given three times a year by the Title I Coordinator and progress monitoring will be done weekly by teachers.

- o Lucy Calkins Writing Workshop, K-5

- ☒ Research: Studies have been published in peer-reviewed publications supporting the use of the Lucy Calkins Writing Workshop approach to teaching writing to children, "All children, not those with innate talent, can learn to write well."

- ☒ Implementation: Writing rubrics will be used to assess writing samples K-8 related to informational text. These writing rubrics will be used as part of the six-week instructional cycle K-8, and the results will be used to inform writing groups.

- o Explore/Plan tests and ACT, 8/10

¶ Research: Used nationally

¶ Implementation: diagnostic tests through the ACT Online Prep program. The course content area pre and post assessments will also be used as an indicator of ongoing student progress and overall student achievement.

o Six-Week Instructional Learning Cycle, K-12

¶ Research: Multiple studies have been published in peer-reviewed publications supporting the use of the six-week learning cycle which results in greater achievement in reading and math, better retention of concepts, and improved attitudes toward math and reading learning.

¶ Implementation: LCS will utilize pre-, post-, and formative assessments to inform instruction and to determine the necessary supports for students to achieve the identified learning targets.

o Multi-Tiered System of Supports

¶ Research: (Batsche et al., 2005; Fuchs & Fuchs, 2006) support the use of a multi-tiered system of supports to "provide high quality, multi-tier instruction and interventions matched to students' needs, monitoring student progress and evaluating data on student progress to determine the need to special education support."

¶ Implementation: MTSS will be implemented K-12 to monitor student achievement and to provide the appropriate instructional support so that every Litchfield student can meet the district's learning targets, particularly in math and reading.

o Professional Learning Communities

¶ Research: The Journal of Staff Development states that PLC's, "Help schools districts not only attain excellence but help sustain it over time."

¶ Implementation: PLC's will be implemented K-12 during bi-weekly team meetings where assessment data will be analyzed, instructional best practice will be shared, and student supports will be determined.

o Title I

¶ Implementation: In the 2013-14, LCS will transition from a Title I targeted assistance program to a school-wide Title I program for the 2013-2014 school year. The 2012-2013 school year will be used for planning with Harmon Beekman, an external technical assistant. A K-5 school-wide Title I program will be a part of our comprehensive reform strategy designed to meet the needs of every LCS student. The primary goal of moving toward the school-wide model will be to ensure that all students will achieve proficient or advanced levels of achievement on the annual MEAP assessments.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

2/2013-Starting in the second semester of the 2012-2013 school year, Litchfield Community Schools will be using data to drive instructional decisions to increase achievement in the areas of reading and math. The data wall, which will be located in the K-12 library, will be used to monitor and communicate student learning progress with staff, students, parents and community stakeholders on an ongoing basis.

Confidentiality of individual student results will be maintained.

Student data: Litchfield Community Schools will promote the continuous use of individual student data through a data wall that includes data from the following sources:

Reform Redesign Report

Litchfield Elementary School

- a. MEAP (3-9)
- b. DIBELS (K-5)
- c. NWEA (K-10)
- d. Semester and Final Exams (7-12)
- e. Explore Test (8)
- f. Plan Test (10)
- g. ASVAB (10-11)
- h. ACT (11)
- i. MME (11)
- j. Pre/Post Test information (K-12)
- k. Six week Instructional Learning Cycle assessments (K-12)
- l. Superintendent's Dropout Challenge (K-12)
- m. Accelerated Math (K-12)
- n. Data Director (K-12)
- o. Attendance Data
- p. Discipline Data

Timeline: Data will be used on an ongoing basis in the following manner:

- a. 8/2013 - A district data wall will be created for the staff to review every six weeks. The data will be used to identify learning groups and to provide the appropriate multi-tiered system of supports to meet the instructional needs of every student. The Priority School Leadership Team (PSLT) will communicate our progress with staff, students and parents on a six week basis. Selected data will include student and staff attendance, achievement score trends for a three year period, disciplinary infractions, etc.
- b. 8/2013- Members from the PSLT will have individual meetings with staff members on an ongoing basis. These meetings will help monitor, support and provide assistance to the instructional staff to ensure the fidelity of implementation and sustainability of the reform process and ensure the differentiation of instruction to meet the needs of all students.
- c. 9/2013 - Professional Learning Communities will be held twice a month to ensure that the teaching staff analyzes student performance data and designs instruction within a multi-tiered system of supports to meet the needs of all students.
- d. 9/2013 - The Six Week Instructional Learning Cycle will be used to monitor student achievement and drive changes in instruction. Data will be reviewed by the staff and updated on the data wall by the technical director every six weeks.
- e. 9/13 - All staff will design their instructional units by utilizing the Understanding by Design instructional model to focus on the big ideas of increased reading and math achievement.
- f. 12/13 - The ASVAB will be given to students and data will be used as a predictor for MEAP scores. It will also be used as a guide to identify what students might need additional support or intervention.

How individual student data will be continuously used:

The data listed above will be used to make decisions within the district to promote student achievement through the big ideas in all instructional areas. Student data will be used to:

- a. Show achievement score trends for a three year period.
- b. Identify potential learning challenges and need for support.
- c. Progress monitor through formative assessments to determine curricular and instructional adjustments.
- d. Interpret summative performance data to identify areas of need for future educational focus.
- e. Revise the service delivery model for students with disabilities and provide professional development for the staff to implement strategies to differentiate for and support the needs of students with disabilities.
- f. Align the curriculum, instruction, and assessment at the elementary and high school level.

g. Differentiate instructional support for all students.

h. Identify students who are at-risk based on attendance, behavior issues, course completion/academic concerns and then connecting those students with an adult mentor and incorporating additional research-based intervention strategies.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

LCS is currently home to 324 students and 18 teachers. A dramatically revised schedule, which includes an addition of 326.42 hours, has been established to effectively share staff across grades in order to meet the academic needs of our students. The extended time will be used for enrichment, support and remediation of student learning and to increase the collaboration time for teachers.

Increased Time:

1. 37.5 hours by adding five instructional days during the year
 2. 32.5 hours by adding five PD days to the calendar
 3. 15.75 hours by adding PLC's
 4. 57 hours by adding 20 minutes to the school day
 5. 39.67 hours by revising the schedule to add core instructional time during the existing day
 6. 144 hours (VAP) Volunteer Action Professionals hotline - this will be offered a minimum of two days per week from 5-6 pm by two certified teachers
- 326.42 hours - total added hours

Explanation of how these additional hours will be implemented:

- a. The following instructional days have been added to the school year:
 - ☐ 5 days
- b. The following teacher collaboration time has been added to the calendar:
 - ☐ 5 PD Days for the purpose of collaboration in PLC's
 - ☐ PLC's each month for a total of 9 meetings
- c. School hours for the 2012/13 school year are from 7:55 - 3:10. The 2013/14 school hours will be 7:45 - 3:20.

K-5:

In the past at the elementary level, individual teachers determined the length, structure and the frequency of each instructional period for the four core content areas. Title services were administered to title students during those times. Also, a resource room, at the elementary level was utilized for special education students. The purpose of specials (music and physical education) at the elementary level was to incorporate added learning opportunities for students. Library time functioned as a pull out during instructional time. With the new schedule, the elementary (K-5) has been restructured to ensure:

- ☐ a guaranteed, uninterrupted 90 minute ELA block
- ☐ a guaranteed uninterrupted 60 minute Math block.
- ☐ a guaranteed, uninterrupted 40 minute Science, social studies, and writing workshop block
- ☐ a 40 minute MTSS intervention block will be implemented
- ☐ Specials have been redesigned as a structured support for the core content areas. The new specials schedule will include physical education, music, computers, art and library.

The new structure of the schedule guarantees that each Litchfield elementary student will receive instruction in all four core areas, daily.

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Litchfield Elementary School

Additional instructional time, at the elementary level, will be guaranteed by eliminating all possible interruptions during core content instructional time. This will include but is not limited to the use of assemblies, Bible release time, announcements, etc.

6-12:

In the past, the current high school schedule operated with eight class periods of 48 minutes each. This was done to allow staff flexibility to cross over from grades 6-8 to 9-12. At the middle school level (6-8), ELA is blocked into 96 minute blocks. Math, science and social studies were 48 minute periods. At the high school level (9-12), each class period (including core content) was 48 minutes. In order to effectively increase instruction time for core academic classes at each level, the district will move to a 7 period day.

☐ At the high school level, grade 6 will have an uninterrupted 110 minute block for ELA and Math.

☐ Both 7th and 8th grades will have two 55 minute blocks for ELA, giving students 110 minutes per day of concentrated ELA time. 7th and 8th grade math, science and social studies will each be a 55 minute block. By increasing the core content area time, students will gain 2,380 minutes of instructional time during the school year. This translates into an addition of 6 days to the yearly schedule.

☐ Additional instructional time at the high school level will be guaranteed by the use of an anticipatory set for each of the core content areas which will increase student time on task and student engagement which will be a more effective use of the instructional time.

☐ Instructional time will also be more effectively utilized by minimizing interruptions during core content instructional time. There will be no class meetings, organizational meetings or assemblies during core instructional time.

☐ Volunteer Action Professionals homework hotline will be offered a minimum of two days per week from 5-6 pm, by two certified teachers.

Through these enrichment opportunities, Litchfield Community Schools will increase the rigor of current class offerings. Through the reform process, we will track the number of advanced level courses offered as well as the percent of students taking and completing these courses. For all students, we will provide additional learning opportunities and support, by a certified teacher, in the computer lab during student lunch times.

Enrichment Activities:

☐ Michigan Virtual University

☐ E2020 online classes

☐ Interactive TV classes

☐ Dual enrollment classes through Jackson Community College

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

In an effort to continually engage families and community in improving student achievement, in our goals of increased reading comprehension of informational text and increased math performance (number and operations (k-5), expressions and equations (6-8) and problem solving with real life applications (9-12)) LCS will provide the following opportunities:

☐ September 2013

o Technical Assistance Night -Teach parents how to navigate Pinnacle SIS to partner with their students and teacher in regard to their student's assignments, due dates, absences, comments and discipline.

o On-line Grade/Attendance program - Parents and students are assigned their own logins and passwords to be able to access students' assignments, due dates, absences and comments left by teachers.

o Positive Post Card Initiative - Teachers will use positive post cards to communicate with parents about positive behaviors and/or academic

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Litchfield Elementary School

growth. The goal is to send 2 positive messages for each student within the first quarter to build good rapport between parents and teachers.

- o Friday Folders - Elementary teachers use Friday folders as part of their toolkit. Within these folders, there is information that is pertinent to their individual student's success as well as school wide information for parents to stay up to date with the latest events.

- o Parent/Teacher Organization (PTO) - The initial meeting will be to recruit new parents to participate in the PTO. The PTO at Litchfield Schools is a strong partnership that currently exists at Litchfield Schools. The PTO meets on a monthly basis.

☺ October 2013

- o Family/School Test Taking Partnership -Parents will be notified by letters and internet announcements as to pertinent information of test taking procedures, effective preparation steps at home, and when informational sessions will take place to enhance their ability to develop skills in their own children.

- o Fall Title One Parent Night - As required by Title I, parents will be invited to attend Title I meetings throughout the school year and information about Title I will be sent home on a regular basis. These meetings and information are founded upon the MDE's, "Collaborating for Success Parent Engagement Toolkit."

☺ November 2013

- o Family Literacy Night - Teachers will set up grade level meetings where parents can attend a variety of sessions teaching strategies to enhance their child's comprehension of informational text.

- o Parent/Teacher Conferences

- ï§ Common Core Report Cards - The standards are listed, per grade level K-6 so parents can support their child's learning at home and open conversations with parents and teachers. These report cards will be explained during parent teacher conferences to explain the specific grade-level standards. A brochure will also be sent home to give all parents a hands-on reference tool to help them understand the report cards.

- ï§ Accelerated Math Enterprise -Parents will be shown how to access their child's Accelerated Math performance results, by logging into Renaissance Home Connect from their home computer. Parents can access real-time information in English or Spanish.

- ☺ Financial Aid Night - To encourage our parents and students to embrace college readiness, assistance is offered, through JCC, to parents of juniors/seniors in the process of applying for college, understanding ACT requirements and filling out federal student aid forms.

March 2014

- ☺ MEAP Night - Teachers will help parents understand their child's MEAP test results and teach them strategies to support their child's learning.

April 2014

- ☺ Career Day - In order to build a constant awareness of career readiness LCS hosts a career day for the elementary students. During this day, local professionals come to speak to students and parents alike, to increase student awareness of options beyond school.

May 2014

- ☺ Community Tour of Richard E. Krohn Center for Excellence -Parents will be invited to participate in a tour of the center which is in partnership with the Litchfield Initiative, the City of Litchfield, Litchfield Alumni and manufacturers in the Litchfield Industrial Park. All entities have demonstrated their commitment to LCS through the opening of the center in April 2012, on the campus of LCS. We are also in partnership with Jackson Area Manufacturing, The Academy for Manufacturing Careers, South Central Michigan Works, and The Economic Development of Partnership of Hillsdale County.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The new principal, within the policies of Litchfield Community Schools, will be granted sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rate. This will be done by ensuring that within the existing budget, full flexibility is given to the new principal to:

- a. to place teacher and support staff where they will most effectively be utilized
- b. address student/teacher calendar days and professional development days to ensure student achievement
- c. allow budget considerations to change usage of funds
- d. partner with outside entities (Jackson Community College and Jackson Area Manufacturing Association) to secure financial resources based on instructional needs
- e. maintain full authority of the school discipline policy

Funding and Staffing

LCS anticipates revenues for the 2012-2013 budget of approximately \$2,580,000 and expenditures of approximately \$2,640,000. We have a student count of 324 students and a per pupil foundation allowance of \$6,966, the minimum foundation allowance. The Board has approved the use of \$60,000 from the current fund balance to offset the revenue shortfall. Our end-of-year fund balance will be between \$105,000 and \$110,000.

The teaching staff consists of 18 teachers whose salary and benefits total \$1,406,000 which represents (based on total expenditures) 53.2% of the budget. This amount also would equate to \$4,535 per pupil. The administrative staff consists of a Superintendent/K-12 Principal and a half-time business manager along with a Superintendent's secretary. Salary and benefits for these individuals totals \$176,100 which represents 5.5% and \$568 per pupil. The remainder of our employees represents the support staff at wages and benefits of \$584,700 which represents 22.1% and \$1,886 per pupil. Overall employee costs are approximately 81% of the budget or \$6,988 per pupil. The balance of our expenditures will total approximately \$473,000.

Title I Funding and Supports: Litchfield Community School will engage in the process to move from K-5 Title I Targeted Assistance to Title I School-wide. Moving to the school-wide model will provide our school with operational flexibility. This process will also ensure that all students, particularly those who are low-achieving, receive the needed support to demonstrate proficient and advanced levels of achievement on state academic standards. The designation as a school-wide Title I program will allow Litchfield Community Schools to redesign the entire educational program to serve all students. The emphasis will be on maximizing the impact of Title I, serving all students, improving all structures that support student learning, and combining all available resources to achieve our district goals. This sentence seemed redundant. We also receive Title IIA funds with which we can target certain amounts for professional development along with teacher/principal recruitment and retention.

Financial Consolidation with ISD Support

The Board has adopted a resolution of support with the Hillsdale County ISD to consider the possibility of moving to a county-wide student and financial software platform. This move would enable local districts across the county to potentially consolidate business and/or student services in a more efficient manner than the current practice of using multiple platforms.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

During the 2012-13 school year and beyond, the following technical assistance and support of LCS's big ideas of increased reading comprehension of informational text and the three separate math improvement goals will be provided by Hillsdale County Intermediate School District, Michigan Department of Education, and Michigan State University, and other external organizations.

HCISD will provide:

- ☐ Kathy Burk- common assessment/assessment calendar/data dialogue in the areas of informational reading and math
- ☐ Char Cole- RtI/MTSS/differentiated instruction/special education professional development to meet the needs of all students as identified through assessments
- ☐ Angela VanWoert- professional development in the following areas: Common Core development/curriculum development/pacing guides as related to improving/focusing on the reading and math needs of the district
- ☐ Other ISD staff- Curriculum alignment/pacing guide development as related to improving/focusing on the reading and math goals of the district
- ☐ Pat Dillon- general education resources for all areas of the plan, including support for the Understanding by Design model * Move this above other ISD staff

The MDE will provide:

- ☐ Resources, monitoring and feedback during the priority school process
- ☐ Access and support for various tools to enhance the reform process including Next Network and the Surveys of Enacted Curriculum
- ☐ The Transformation Toolkit, as well as technical assistance through their website. These tools will be utilized to enhance classroom best practice and teacher instruction.
- ☐ Gayle Green, Harmon Beekman and Darlene Scott will support us in our transition to K-5 schoolwide Title I

Federal Government:

- ☐ Title I funding

MSU will provide:

- ☐ Amanda Miller, Intervention Specialist, to help with data digs and ongoing support through the priority school process.

Other external organizations:

- ☐ LCS is partnering with other local school districts to observe effective systems and practices to improve student achievement.
- ☐ Staff members from LCS will engage in professional development opportunities from Solution Tree, MASSP, and other organizations as needed throughout the reform process.

The above stated support will be ongoing and refined based on assessment data throughout the next three years.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	PSTeacherEvalProcess.doc
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	PSAttachmentPDPLCLOU.docx
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	PSschduleattach.xlsx
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	This was articulated within section #8 of the plan.
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	PSPLCcalendar.docx
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	LOU - 11.26.12 - Professional Development.pdf

Teacher Evaluation Process

Each teacher will have a minimum of two formal classroom observations of thirty minutes (or longer), at least sixty days apart.

The principal will meet with each teacher during the month of September to discuss district, school, and the individual teacher's goals for the coming year. At this meeting, a date and time for the initial formal classroom observation will be scheduled.

The day prior to the observation, the teacher and principal will meet to discuss the substance of the lesson to be taught and the teaching strategies that will be used.

The teacher and principal will meet within one week of the observation to discuss the principal's impressions of the activities observed. A written report will follow within one week of this meeting.

At the principal's discretion, additional classroom visits may be scheduled during that sixty day period between formal observations.

Drop-in visits may occur at any time. Written comments to the teacher or meetings between teacher and principal will be at the discretion of the principal.

The second formal observation will follow the same pattern as the first with the pre-visit conference, observation, post-visit discussion, and written report.

The principal and teacher will meet to discuss the teacher's formal evaluation, which may include a self-evaluation by the teacher along with a preliminary evaluation by the principal. The evaluation criteria will be discussed, after which the principal will complete the final evaluation to include the ratings defined by and time lines spelled out in the Michigan School Code and the Tenure Law, as recently revised.

APPENDIX C

Litchfield Community Schools Teacher Evaluation Form

Teacher _____

Evaluator _____

Grade/Subject _____

School _____ **Date** _____

Tenure _____ **Probationary** _____

Indicators/Comments

A. Knowledge of Subject Matter

1. Demonstrates appropriate knowledge of subject matter and/or available material and structures in assigned teaching responsibilities.

2. Responds knowledgeably to students' questions on subjects.

3. Accesses current available resources in Areas of teaching responsibility.

B. Teaching Methodology

1. Develops and maintains a stimulating and productive learning environment.

2. Recognizes individual differences among students in terms of social and academic development.

[Type text]

3. Provides instruction that is appropriate according to the designated curriculum of the school district.

-
4. Clearly present objectives in lesson presentations.

Litchfield Community Schools Teacher Evaluation Form

Teacher _____

Indicators/Comments

5. Implements methods for assessing, evaluating and adjusting teaching methods according to the capabilities and readiness of students.

6. Utilizes learning materials that are relevant to the objectives and goals of the curriculum/lessons.

7. Evaluates instructional effectiveness in terms of student learning.

8. Develops and maintains a physical classroom environment that is conducive to learning.

9. Develops, implements and maintains methods of instruction that serve to optimize the quality of learning in the classroom:

a. Communicates daily lesson objectives and goals clearly to students.

b. Focuses student attention.

c. Utilizes effective time management in organizing the classroom for learning.

d. Implements effective pacing in presenting daily learning activities to students.

e. Sets tasks at the correct level of difficulty for students.

[Type text]

Litchfield Community Schools Teacher Evaluation Form

Teacher _____

Indicators/Comments

f. Utilizes effective methods in obtaining learning feedback from students on a daily basis.

g. Monitors student comprehension and adjusts methods before introducing new materials.

h. Provides feedback to students.

i. Sets appropriate achievement expectations for all students.

j. Focuses on developing and implementing teaching methods that enhance critical and reflective thinking in students.

k. Considers individual differences in students when making instructional decisions and when implementing the daily lesson.

l. Utilizes a variety of instructional techniques and learning activities.

m. Involves students in the learning process.

10. Generates learning motivation and enthusiasm in students.

[Type text]

Litchfield Community Schools Teacher Evaluation Form

Teacher _____

C. Student Management

1. Assumes responsibility for overall discipline

2. Enforces school and classroom rules.

3. Handles student discipline problems effectively.

4. Uses consistent and fair treatment with students.

5. Utilizes a reasonable variety of techniques and methods for remedying unacceptable student behavior.

6. Provides a positive and controlled learning environment.

D. Rapport with Parents, Students and Staff

1. Gains confidence and respect with pupils.

2. Maintains confidentiality about pupils and their families.

3. Promotes positive self-image in students.

4. Works understandingly and cooperatively with parents.

[Type text]

Litchfield Community School Teacher Evaluation Form

Teacher _____

Indicators/Comments

5. Communicates effectively with parents.

6. Encourages parent involvement and contact.

7. Cooperates with colleagues.

8. Accepts share of responsibility.

9. Demonstrates self-control.

E. Professional Involvement

Seeks suggestions from administration and colleagues.

Keeps aware of current educational developments.

Willing to experiment with new methods

Participates in in-services meetings and other growth opportunities.

F. Personal/Professional Characteristics

1. Completes tasks efficiently and on time.

2. Maintains accurate records.

3. Complies with building and district rules, regulations, directives and policies.

Litchfield Community School Teacher Evaluation Form

Teacher _____

Indicators/Comments

4. Profits from constructive criticism.

5. Attempts to improve teaching effectiveness.

6. Demonstrates proficiencies in oral/written communication.

G. Overall Effectiveness

1. Student Growth (25%) – As measured by _____.

Comments by Principal: _____

Comments by Teacher: _____

H. Goal Statement:

Indicators: _____

Resources Necessary (assistance) _____

[Type text]

Time Lines: _____

Progress Towards Goal Statement: _____

Where a teacher has received a rating on any evaluation criterion of “Minimally Effective” or “Ineffective” the rating shall be substantiated with specific examples. A goal statement shall be completed for each deficiency by the Principal, in consultation with the effected teacher.

Overall Performance of this Teacher is: _____ Highly Effective
_____ Effective
_____ Minimally Effective
_____ Ineffective

Signatures

Teacher _____ Date _____

Evaluator _____ Date _____

The teacher’s signature is to indicate that he/she has reviewed and received the completed evaluation. The signature shall not be interpreted to indicate agreement with the content of the evaluation.

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Introduction & Explanation of Rubrics

MASB is pleased to provide this superintendent evaluation tool based on the evaluation requirements of the Revised School Code. This evaluation template is another option for school districts and can be customized to meet the evaluation priorities of your board. This template can be used alone or in conjunction with a facilitated workshop. The law, Section 1249 of the Revised School Code, currently requires school boards to annually evaluate their superintendent's job performance using multiple rating categories that take into account data on student growth as a significant factor. Other required categories include progress toward the school improvement plan, student attendance and student/parent/teacher feedback.

Please consider the following:

1. The rubrics for Categories A – F are based on the same categories as are found in MASB's former Sample Superintendent Evaluation.
2. Categories G – J are from P.A. 102 and the revisions to MCL 380.1249. MASB believes that the categories indicated in the law, should be in the evaluation tool.
3. Category K (Student Growth and Achievement) is based on feedback received while facilitating various groups as they developed tools to address the requirements of MCL 380.1249.
4. It's important to note that within the Student Growth and Achievement category, any number of goals and measurement definitions can be developed. Goal setting should be a mutual exercise of the board and superintendent.
5. How to treat regression of student growth is also a function of the local team.
6. Calculations of a final score follow a "weighted average" format. The district can determine the weight that's assigned to each category. Please note that in 2013-14 the Student Growth and Achievement category must be weighted at 25 percent; complies with the "significant factor" requirement of MCL 380.1249. The weighting for this category increases in 2014-15 to 40 percent; 50 percent in 2015-16.
7. Once a final score is determined, it allows for a district to use the score in response to MCL 380.1250 or any other purpose that it may deem to be appropriate. Specific use of this document won't be the interest or recommendation of MASB.

[Type text]

A. Relationship with the Board (10%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Information	Doesn't keep members informed. Board members may be surprised as issues arise.	Keeps some members informed, others not.	Keeps the board informed as needed. Some information is selective.	Keeps all board members completely informed with weekly communication as necessary.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda or background.	Meeting materials are incomplete, and don't include background information or historical perspective.	Materials are provided. Some background and historical perspective may be included, but without significant research.	Meeting materials are comprehensive with all adequate background information and previous action included.	
Board questions	Board questions aren't fully answered and some information may be incorrect.	Board questions are answered. All members aren't apprised of all relevant questions/ answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Invite to participate	Board members may not feel welcome at some events.	Board members aren't kept current with activity schedules.	Board members are provided with district calendars to monitor events and activities.	Board members are informed of and invited to attend/ participate in district activities.	
Policy involvement	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Teambuilding	Works independently without seeking input. Doesn't facilitate cooperative relationship among members.	Doesn't actively promote/support group decision-making.	Participates with board members to address issues. Supports the group's decisions.	Encourages a climate of teamwork, works to create and maintain a harmonious working relationship among the board.	
Board development	Doesn't actively promote board development.	Communicating and encouraging activities isn't a priority.	Provides members with information about board development and arranges it when asked.	Actively and continuously encourages board development by seeking and communicating opportunities.	
Establishes goals	Doesn't encourage establishing goals. Doesn't focus on goal attainment; works day-to-day.	Participates in goal-setting, but doesn't work to attain goals.	Participates in goal-setting activities, but doesn't have a vision for the district's future.	Active participant in establishing future goals and formulates strategies to attain them.	

[Type text]

Input and direction	Doesn't seek or readily accept direction. Is self-directed and autonomous.	Is open to input, but then doesn't follow it.	Accepts suggestions and direction, but doesn't actively seek it.	Readily accepts board input, seeks direction and is responsive to input and suggestions.	
Category Score				/36	%

[Type text]

B. Community Relations (5%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
District image	Is actively seeking other employment.	It's a job. Represents the district. Doesn't actively promote the district.	Projects a positive image of the district as expected. Doesn't aggressively promote and endorse district activities.	Projects a positive image at all times, whether during the school day or after hours. Is a cheerleader for the district.	
Communications with community groups	Isn't readily available for parents, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, governmental and civic groups, providing them with information, but doesn't seek their input.	Actively seeks two-way communication with parents, governmental and civic groups.	Actively seeks multi-faceted communications and works to provide alternative means of contact.	
Community input	Doesn't seek or readily accept direction. Is self-directed and autonomous.	Accepts suggestions and direction, but doesn't seek it.	Readily accepts community input, seeks direction and is responsive to input and suggestions.	Actively seeks community input, creates methods for external groups to communicate with the school.	
Media relations	Is antagonistic with the media. Only communicates with the media when necessary.	Has a live-and-let-live philosophy with the media. Isn't proactive, but is cooperative with the media.	Promotes positive relations and provides the media with district event information.	Invites the media to school functions and includes the media in event planning and preparation.	
Relations with business and industry	Doesn't seek or have relations with the business community.	Responds to requests from the business community, but doesn't seek to establish a collaborative relationship.	Invites business and industry leaders to attend school functions.	Seeks collaborative relations with business and industry.	
Approachability	Isn't visible at events. Is only available through appointments in the office.	Is visible, at a distance. Attends some events.	Attends and is visible at some events. Visits with community at district events.	Is visible and approachable by members of the community. Attends most events.	
District reporting	The annual report is minimal in scope, isn't completely accurate or disseminated.	The annual report meets state requirements and is available by request.	The annual report meets state requirements and is properly disseminated.	Prepares detailed and accurate reports for the community and proactive in sharing the reports.	
Listening skills	Doesn't listen to others and monopolizes conversation(s).	Listens to others, but does not incorporate suggestions.	Listens to others and incorporates suggestions.	Demonstrates good listening skills. Listens before speaking. Projects genuine interest in others opinions.	
Trustworthiness	Isn't generally trusted to follow through on promises. Doesn't	May not follow through on some actions, but maintains	Follows through on most actions. Is sincere and candid.	Is completely trustworthy; maintains confidentiality as	

[Type text]

	maintain confidentiality.	necessary confidentiality.		necessary.	
Category Score				/36	%

[Type text]

C. Staff Relationships (10%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Internal communications	Doesn't have a specific system to inform staff of important issues.	Relies on the administrators to keep staff informed.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed to minimize rumors.	
Personnel matters	Isn't discrete with personnel. At times lacks confidentiality and holds grudges.	Prefers building principals to handle personnel matters first. Handles only the most difficult matters.	Handles personnel matters with fairness, discretion and impartiality.	Is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Concern for staff	Has little regard for the overall welfare of the staff.	Concern for staff is of a professional nature; not high priority.	Demonstrates a genuine concern for welfare of staff.	Exhibits a sincere and genuine concern for the staff. Works to improve working conditions.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then supports their decisions.	Actively creates opportunities for staff to improve professional status within their interest and abilities.	
Staff recognition	Doesn't recognize staff for contributions to the district's operation.	Provides general recognition to the staff as a whole for their contributions toward district goals.	Recognizes staff for their contributions toward district goals. Conveys personal thank-yous.	Has an active program to recognize staff for contributions. Recognizes staff publicly as appropriate.	
Recruitment	Doesn't use an application process and hires from personal recommendations.	Accepts whatever applications may be received and selects from the pool of applicants.	Seeks applicants through a posting and selection process.	Actively recruits the best staff available and encourages their application to the district.	
Staff development	Staff development isn't utilized. Staff members are responsible for their own improvement.	Staff development is applied to all staff as required by the contract.	Staff development programs are reflective of what the ISD may offer to constituent districts.	Staff development programs are targeted toward specific goals and uses current adult learning concepts.	
Bargaining (labor) relations	Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.	N.A.
Strategic planning	No planning process is used.	Selects specific people to provide input for consideration of goals and problem solving.	Involves all staff in a strategic planning process.	Seeks input from all stakeholders in the community.	

Staff Relationships, continued on page 7

[Type text]

C. Staff Relationships (10%), continued

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Team building	Isn't involved in "team" building, preferring to act unilaterally.	Uses team problem-solving when necessary; not an ongoing process.	Uses a team approach to foster ownership of decisions.	Promotes a team spirit and is part of the "team." Training is provided to maximize efficiency of team members.	
Visibility	Seldom visits buildings and doesn't participate in classroom activities.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Building visits are a priority item. Visits buildings on a regular basis and participates in classroom activities.	
				Category Score	/40
					%

[Type text]

D. Business and Finance (10%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Budget recommendations	Superintendent isn't current on budget information, defers to business manager.	Participates in budget meetings. Budget is based on information known at beginning of the year.	Budget recommendations are out of necessity. As conditions require the budget is revised.	Budget recommendations are proactive, timely, considerate of most current info and data.	N.A.
Budget revisions	The budget isn't revised during the fiscal year.	Budget revisions occur only when necessitated by emergency events.	Regular (<i>quarterly</i>) budget revisions are recommended, considerate of changes in fiscal information.	Budget revisions are recommended <i>whenever</i> conditions appear to warrant timely intervention.	N.A.
Financial controls	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is expected to reveal any discrepancies. Only a select few people are responsible for accounts.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts.	N.A.
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly (<i>monthly</i>) reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	N.A.
Funding issues	Doesn't keep the board informed concerning changing funding issues.	Answers board questions regarding status of the budget. Defers impact questions to business manager.	Regularly (<i>monthly at most</i>) provides a funding report.	Constantly keeps board informed about funding (local, state, federal) and potential impact on district's budget.	N.A.
Facility management	Maintenance is only performed when absolutely needed.	Facility needs are addressed on an as-needed basis. The tight budget doesn't allow for preventative maintenance.	A facilities management plan is in place that includes the current status of the buildings and the needs to improve any facility in the future.	Facilities management plan in place, includes current status of buildings and the needs to improve facility in future, with plan to secure funding.	
Alternative funding	Doesn't seek any form of funding outside of state aid.	Welcomes gifts and donations to the budget.	Seeks alternative funding to supplement the district's existing budget.	Has a plan and strategy to generate alternative funding for district programs.	N.A.
Involves others	Isn't an integral part of the budget process.	Expects/allows the business manager to develop and recommend the budget.	Involves administrative staff/ others in the development of a budget and budget revisions.	Actively seeks (holds public meetings) input and incorporates suggestions in budget process.	N.A.

[Type text]

Resource allocation	Resources are allocated to those who speak up first. Some buildings/grades receive special treatment.	Aside from the basics, resources are allocated to those who specifically request something. Equitable distribution isn't a factor.	Resources are distributed fairly and equitably among the buildings and programs.	Resources are distributed fairly and equitably among the buildings/programs. Always seeking additional resources to supplement instruction.	N.A.
Category Score					%

E. Educational Leadership (10%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Leadership image	Isn't the leader. Seeks to delegate/appoint responsibility to others.	Isn't a high-profile person. Prefers to remain in the background.	Is seen as the leader and speaks for the district when necessary.	Projects strong leadership image. Welcomes role of being point person (face of district).	
Enthusiasm	Not enthusiastic. Appears to be looking for career change.	Meets most expectations, but doesn't seek additional responsibility.	Completes the necessary duties, fulfills the boards expectations. Accepts responsibilities.	Is enthusiastic in performing the duties of the office. Enjoys the position and being at school.	
Knowledge	Is unaware of current issues and can't convey essential information.	Isn't completely knowledgeable regarding current issues. Relies on others for information/data.	Is a competent administrator and understands the issues that face the district.	Demonstrates knowledge and comfort with current issues; easily communicates w/ others.	
Self-improvement	Isn't current with required professional development requirements.	Only completes the minimal requirements.	Fulfills the professional development requirements per state law. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities.	
Focus on students	Minimal focus on management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but budget, personnel and extra-curricular decisions are the priority.	Student achievement is important, as it's reflective in district publications, and now, personnel evaluations.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. Budget reflects importance.	
Best practices	Is unaware of what best practices are. Isn't current with modern learning research.	May be aware of modern research and best practices, but implementation isn't a priority.	Is aware of best practices and promotes others to use research findings to improve student achievement.	Constantly seeks awareness (reading, etc.) of best practices and frequently models these practices.	
Responds to needs	Isn't concerned with changing needs of students/parents. District	Responds to student and parent needs as they may be presented (<i>listens</i>). Doesn't	Responds to student and parent needs as determined (<i>passive</i>). Uses district resources as	Seeks first to understand (<i>proactive</i>) student and parent needs and then responds to	

[Type text]

	operation reflects, "this is what we've always done."	seek to implement changes.	available.	meet them.	
Goal development	The goal is to get through this year.	Goals are defined by what's possible within existing budget.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Believes in and facilitates the development of short/long term goals for district, using current research & delivery models.	

Educational Leadership, continued on page 10

[Type text]

E. Educational Leadership (10%), continued

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Curriculum	Curriculum isn't a priority. Isn't engaged in curriculum assessment, design or implementation.	Allows teachers to define their own curriculum. There's little or no coordination.	Emphasizes adapting the curriculum to state requirements, but relies on building principals to ensure compliance.	Supervises the development of a modern curriculum that's aligned with state and national requirements.	
Staff Professional Development	PD activities aren't used to improve individual skills. Participation is dependent on teacher interest.	PD is presumed to be aligned with the curriculum, but isn't monitored to ensure appropriateness.	Relies on building principals to monitor and approve PD activities, aligned with the curriculum.	Provides PD that's consistent with adopted curriculum to ensure staff skills are aligned with curriculum needs.	
				Category Score	/40
					%

F. Personal Qualities (5%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Respect	Isn't considered professional in comparison to other community leaders. Isn't a person others go for advice.	Viewed in the context of the position; respected by board, but a relative unknown in the community and outside district.	Is known to be the superintendent and is a respected person in the community.	Is seen as more than just an educator and is considered a well-respected professional in all community circles.	
Accepts criticism	Defensive when criticized. Reacts negatively to suggestions for improvement. Satisfied to just maintain.	Listens to criticism, but is unlikely to change behavior.	Accepts constructive criticism, respects it and may use it to change behavior.	Seeks constructive feedback. Uses input to improve both personally and professionally.	
Communication skills	Writing has grammatical and punctuation errors. Speaking is often colloquial and inappropriate.	Speaking and writing is acceptable, but not a priority.	Communication is important. Speaks and writes with few errors.	Writes and speaks clearly and professionally. Models professional standards for both students and staff.	
Demeanor	Is assertive, but in a negative manner. Is mostly concerned with "self."	Accepts and performs the job as necessary. Addresses issues as they arise.	Is assertive, but tactful. Is usually considerate and respectful of others.	Is considerate and respectful of others. Is even-tempered and pleasant; true professional.	
Poise	Can be abrasive when challenged. Promotes win-lose solutions.	Is easy to get along with and wants others to be the same. There are winners and losers.	Maintains poise and composure in difficult situations. Doesn't avoid uncomfortable situations.	Maintains poise and composure in difficult situations. Searches for win-win solutions.	
Appearance	Often isn't dressed appropriately and personal appearance isn't suited to the position.	Dresses appropriately and is representative of the community.	Is professional in appearance for all school activities.	Is professional in appearance in and out of school, and models appropriate standards for students and staff.	
Attitude	Doesn't convey an attitude of caring for kids and staff as a priority.	Indicates caring for kids and staff, but doesn't dedicate efforts to providing opportunities for success.	Cares about kids and staff and works to help kids succeed.	Genuinely cares about the success of students and works to maximize student opportunities for success.	
Humor	At times, humor can be at the expense of others and be inappropriate.	Has a sense of humor and may laugh at comments by others.	Has a sense of humor and participates in light moments.	Has a sense of humor and can laugh at him/herself while maintaining the dignity of others.	
Control	May lose control through inappropriate language or	Exhibits self-control, but may display anger if provoked.	Is always under control physically and	Is always under control physically and emotionally. Can	

[Type text]

	other behavior.		emotionally. Doesn't openly display anger.	always be counted on to model the highest standards of conduct.	
Category Score				/36	%

[Type text]

G. Evaluation (10%) (required by MCL 380.1249 (3)(c)(i))

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Evaluation tool	The evaluation tool doesn't comply with state standards. (Sec. 1249).	The evaluation tool has most of the state required features. Administrators use it at their own leisure.	The evaluation tool complies with state requirements. Most administrators have been trained in its use.	The evaluation tool for teachers/administrators is aligned with state requirements. Administrators have been trained how to use it.	
Evaluation completion	Not all evaluations are complete as required.	Evaluations are completed, but not all comply with the state standards.	Evaluations are complete. Some less than "effective" teachers have yet to have IDPs developed.	Evaluations are complete on all teachers/administrators. All evaluations comply with the standards set forth in Sec. 1249. Teachers who are less than "effective" have IDPs in place.	
				Category Score	/8
					%

[Type text]

H. Progress Toward the School Improvement Plan (5%) (required by MCL 380.1249 (3)(c)(ii))

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Existence of plan	District and/or building-level plans aren't in evidence.	The district and buildings each have their own plans for improvement, but there's no coordination of focus or resources.	The district has a school improvement plan. Each building has a plan. The plans are generally targeted on the same areas of need.	The district has a comprehensive school improvement plan, supported by building-level plans. The plans reflect student academic needs and the resources necessary to address them.		
Progress toward plan	No evidence of progress related to the SIP can be measured.	Each building may show some student achievement gains, but without coordination among buildings, no district improvement can be measured.	There's some evidence that individual building improvement is related to a coordinated district effort.	Each building's SIP is an integral part of the district plan. The areas of identified need are being successfully addressed as evidenced by improved student achievement in identified areas.		
Category Score					/8	%

[Type text]

I. Student Attendance (5%) (required by MCL 380.1249 (3)(c)(iii))

	Ineffective 1 points	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Student attendance	Attendance isn't being addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are specific plans in place to identify chronic attendance problems and commit resources to have the students attend school. Attendance rates are increasing.	Attendance is an area of interest. Individual student attendance problems are addressed to improve attendance. Attendance rates are being maintained at a high level.		
Graduation rate	Graduation rates aren't being addressed as a policy issue. Graduation rates are decreasing.	Graduation rates aren't an area of focus. Graduation rates fluctuate at will.	Graduation rates are a continual area of focus, per state requirement. Student progress is monitored and specific strategies are in place to increase the graduation rate. The graduation rate is increasing	Graduation rates are an area of focus. Student progress is monitored so that special attention can be provided to students who may be in danger. Graduation rates are being maintained at a high level.		
Category Score					/8	%

[Type text]

J. Student/Parent/Teacher Feedback (5%) (required by MCL 380.1249 (3)(c)(iv))

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Students	Student concerns aren't sought or considered.	Student concerns are sought as a required component. There's no tabulation or reporting of results.	Student concerns are sought and generally noted, but not formally reported.	Students are actively surveyed for their concerns and suggestions; results are reported and available.		
Parents	Parent concerns aren't sought or considered.	Parent concerns are sought as a required component. There's no tabulation or reporting of results.	Parent concerns are sought and generally noted, but not formally reported.	Parents are actively surveyed for their concerns and suggestions; results are reported and available.		
Teachers	Teacher concerns aren't sought or considered.	Teacher concerns are sought as a required component. There's no tabulation or reporting of results.	Teacher concerns are sought and generally noted, but not formally reported.	Teachers are actively surveyed for their concerns and suggestions; results are reported and available.		
Category Score					/12	%

[Type text]

K. Student Growth and Achievement (25%)

The following specific goals have been developed and agreed upon indicators of student growth and achievement:

- 1.
- 2.
- 3.
- 4.

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Positive growth	No growth has been demonstrated in any of the goal areas. Regression is present in some areas.	Some growth is noted, but only in a minimal sense (minority of areas). Regression in some areas is present.	Some growth has been demonstrated in a majority of the goal areas. There's minimal regression in any area.	Goals have been met or exceeded in each area. No regression is present.	
				Category Score	/4
					%

[Type text]

L. Individual Calculations

A Section	B Weight of Category	C Category Score (%)	D Category Weighted Score
A. Relationship with the Board	10% (.1)	x	=
B. Community Relations	5% (.05)	x	=
C. Staff Relationships	10% (.1)	x	=
D. Business and Finance	10% (.1)	x	=
E. Educational Leadership	10% (.1)	x	=
F. Personal Qualities	5% (.05)	x	=
G. Evaluation	10% (.10)	x	=
H. Progress Toward the School Improvement Plan	5% (.05)	x	=
I. Student Attendance	5% (.05)	x	=
J. Student/Parent/Teacher Feedback	5% (.05)	x	=
K. Student Growth and Achievement	25% (.25)	x	=
Total Possible	100%	Total Score	

[Type text]

Instructions: Copy the Category Score from each category rubric into Column C on this page. Multiply the Weight of Category (decimal Column B) times the Category Score (Column C) and enter the result as the Category Weighted Score (Column D). Compute the sum of Column D and enter as the Total Score. This total score is your individual effectiveness rating for the superintendent. Go to page 18 for board calculations.

[Type text]

M. Board Calculations

Board Member	Individual Board Member Totals
1.	
2.	
3.	
4.	
5.	
6.	
7.	
Subtotal	<i>17</i>
Total Board Score	

***Instructions:** To determine a total board score enter the total score from each individual board member's page 17.

[Type text]

Add the scores together and then divide by the number of board members on your board. Go to page 19 to see the level of effectiveness.

[Type text]

Evaluation Categories

85% - 100%

Highly Effective

68% - 84%

Effective

50% - 67%

Minimally Effective

Less than 50%

Ineffective



Professional Development 2012/13 School Year



1. January 21, 2013

- Morning: (8-11am)
 - Review of the Reform Plan
 - Speaker
 - Introduction of “Survey of Enacted Curriculum”
 - Timeframe for completion – Spring 2013
 - Assessment Calendar for second semester
 - Pre/Post Tests
- Lunch: (11-11:45am)
- Afternoon: (noon-3pm)
 - Common Core Standards Review – Angela VanWoert (Hillsdale ISD)

2. February 25, 2013

- Introduction: (8-8:30am)
- Common Core Standards: (8:30-11am) – Angela VanWoert
 - How do I align my curriculum to our Big Ideas?
 - Break out into subject area groups

3. June 5, 2013 – Possible addition – Not set in stone

- Introduction: (8-8:30am)
- Common Core Standards: (8:30-11am) – Angela VanWoert (Hillsdale ISD)
 - How do I implement the six week instructional cycle with formative assessments?
 - Break out into subject area groups

- Professional Learning Communities :



Professional Development 2013/14 School Year



1. Tuesday, August 27, 2013
 - Welcome Back/House Keeping
 - Revisit:
 - Professional Learning Communities
 - Curriculum Alignment
 - Six Week Instructional Cycle
 - Assessment Calendar – Expectations
 - Pre-test must be done, scored and turned in by Friday, September 20th

2. Wednesday, August 28, 2013
 - Trainings: Attendance Mandatory!
 - Morning :
 - Training on teaching comprehension of instructional text using Reading Street : (K-8)
 - ✓ All teachers of reading/writing
 - Common Core – Drawing Connections across disciplines (9-12)
 - ✓ Michelle, Max, Diane, Andrea, Mike, Rob
 - Afternoon :
 - Training on teaching math objectives using Accelerated Math : (K-8)
 - ✓ All teachers of math
 - How to teach informational text across the curriculum (9-12)
 - ✓ Karie, Kiley, Michelle, Max, Diane, Andrea, Rob

3. Tuesday, September 24, 2013
 - Get in PLC's and review results:
 - Pre-tests
 - All formative Assessments in core subjects
 - DIBELS
 - MTSS - Identify Tier I & II students for targeted interventions
 - Must be turned in!
 - Train & Practice Five Instructional Strategies

4. Monday, November 18, 2013
 - Review Day:
 - Morning :
 - Share what is going well in your classroom?
 - What do you need help with?
 - Afternoon :
 - MTSS - Do you have students who are still who are struggling?
 - ✓ Revisit Tiers
 - Strategies to improve behavior in the classroom.
 - Classroom Management

5. Friday, January 17, 2014
 - MEAP Data – Where do we go from here?

6. Monday, February 24, 2014
 - Introduction: (8-8:30am)
 - Morning:
 - Char Cole (Hillsdale ISD): (8:30-11:30am)- Special Education Students in the classroom
 - Afternoon:
 - Revisit the five instructional strategies from the fall:
 - Practice
 - MTSS -Revisit:
 - Tier I & II Students
 - Other Concerns

7. Thursday, June 5, 2014
 - Looking Back:
 - What went well?
 - What was not successful?
 - Alignment of the Curriculum for the 2014/15 school year:

Staff Meetings/Professional Learning Community Meetings

Meeting Start Time: 3:15

Meeting End Time: 4:30

September

10 -Staff Mtg. – 3:15-3:45
PLC - 3:45-4:30
24 - PLC

October

8 – Staff Mtg. – 3:15-3:45
PLC - 3:45-4:30
22 – PLC

November

5 – Staff Mtg. – 3:15-3:45
PLC - 3:45-4:30
19 – PLC

December

3 – Staff Mtg. – 3:15-3:45
PLC - 3:45-4:30
17 – PLC

January

7 – Staff Mtg. – 3:15-3:45
PLC - 3:45-4:30
21 – PLC

February

4 – Staff Mtg. – 3:15-3:45
PLC - 3:45-4:30
18 – PLC

March

4 – Staff Mtg. – 3:15-3:45
PLC - 3:45-4:30
18 – PLC

April

8 – Staff Mtg. – 3:15-3:45
PLC - 3:45-4:30
22 – PLC

May

6 – Staff Mtg. – 3:15-3:45
PLC - 3:45-4:30

Day Count

PLC – 9 - (15 hours, 45 minutes)
Staff Mtg. – 9 - (4 hours, 30 minutes)
Professional Development – 7 Days

Letter of Understanding

**Litchfield Board of Education
And
Litchfield Education Association, MEA/NEA**

1. This letter of understanding is being executed due to the Michigan Department of Education's (the "MDE") designation of Litchfield Community Schools as 'priority schools.'
2. The Litchfield Community Schools (the "District") and the Litchfield Education Association, MEA/NEA (the "Association") recognize and agree that, as a result of the MDE designation of some schools being priority schools, the District's priority schools must increase their professional development (PD) time so long as they are designated priority schools by MDE.
3. The District and Association agree that that District shall provide all priority schools six (6) days of PD for the 2012-13 school year and seven (7) days of PD for the 2013-14 school year.
4. This LOU shall immediately cease to be effective for any school that is not on the MDE's priority schools list. This document represents the parties' entire understanding as to the matters to which it relates, and no other such agreement is binding unless in writing and signed by the parties.



Anne Riddle, Superintendent/

Bill Childs, Asst. Superintendent

For the Board/Date



Kristen Miller, President

For the Association/Date